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ABSTRACT

A survey was sent to 150 individuals (110 responded) employed as assistant or probationary librarians, or as assistant (tenure-tracked) professors with the departments of behavior or social sciences at the three Arizona universities: University of Arizona, Tucson; Arizona State University, Tempe; and Northern Arizona University, Flagstaff. The survey attempted to determine opinions in regard to the publishing requirements for the attainment of continuing status or tenure. Although faculty respondents did not all express satisfaction with the research and writing expectations of their institutions, the percentage of dissatisfaction was evenly distributed among the three universities. Librarians' attitudes on these points, however, were not evenly distributed, which may reflect their reactions to criteria which vary widely from institution to institution, especially as compared to the criteria for faculty which is more consistent among the compared institutions. Appendixes detail survey findings. Contains 7 references. (Author/GLR)

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RESEARCH AND PUBLISHING IN ARIZONA UNIVERSITIES: A COMPARATIVE STUDY OF LIBRARIANS AND SELECTED FACULTY GROUPS

by Jean S. Caspers

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ABSTRACT:

One hundred and fifty individuals employed as librarians or faculty members in the three Arizona universities were surveyed with regards to publishing requirements for the attainment of continuing status or tenure. One hundred and ten responses were received.

Although faculty respondents did not all express satisfaction with the research and writing expectations of their institutions, the percentage of dissatisfaction was evenly distributed among the three universities. Librarians' attitudes on these points, however, were not evenly distributed, which may reflect their reactions to criteria which vary widely from institution to institution, especially as compared to the criteria for faculty which is more consistent among the institutions compared.

Note: The author conducted this study as a student in the M.L.S. program at the University of Arizona. She is currently employed as an Information Services Librarian with the Spokane Public Library, Spokane, Washington.

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Research and Publishing in Arizona Universities: A Comparative Study of Librarians and Selected Faculty Groups.

INTRODUCTION

Academic librarians have been concerned with their professional status for many years. Emily Werrell and Laura Sullivan found articles written in the 1930s which noted a lack of "dignity and significance" of library work in the eyes of the world. (1) From that time through the 1970s librarians analyzed the situation, and within the academic community the faculty model was perceived by many to be an appropriate and available model for librarians to follow.

To that end the Academic Status Committee of the Association of College and Research Libraries (ACRL) adopted an official statement endorsing faculty status for academic librarians. This document, Standards for Faculty Status for College and University Librarians, issued in 1971, (2) and the Academic Status Committee Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians, issued in 1973 and revised in 1987, (3) defined criteria for establishing faculty status for librarians. These documents have been used as tools for this purpose in institutions across America.

Not all universities and colleges, however, have adopted faculty status for librarians. An alternate condition, academic status, has often been assigned. The difference between faculty status and academic status is summarized by Lance Query in this

way:

> "With faculty status librarians accept all the responsibilities, benefits, and procedures of the teaching faculty; with academic status librarians enjoy some, but not all, benefits of the teaching faculty, establish their own criteria for evaluating their work, and frequently establish their own ranking system."(4)

At the University of Arizona in Tucson, where librarians set their own criteria for evaluation as academic professionals, an informal survey, which served as something of a pilot study, of seven librarians was conducted. The survey, which was administered as focused interviews, concerned the publication of scholarly research as an aspect of the criteria for promotion and continuing service. All the the librarians interviewed were in the process of attaining continuing status.

Two of the questions asked during these interviews indicated a split in the attitudes of these librarians towards the publishing requirements of their work towards promotion and continuing status.

When asked, "Are the research expectations of this institution (with regard to continuing status for librarians) realistic?" three of the seven answered, "No."

When asked, "Are these expectations compatible with job satisfaction?" three again responded, "No."

PURPOSE AND METHODOLOGY

One question that arises is: Are the responses of these librarians at the University of Arizona representative of the larger group of librarians working to attain continuing status in the state's university system?

Some broader questions may also be asked which attempt to place the experiences of librarians in the context of requirements and attitudes of teaching faculty. For instance: How do librarians' attitudes regarding publishing pressures and job satisfaction compare with those of faculty in the same system? What factors might influence the attitudes of librarians and faculty members during their probationary years?

In order to determine the answers to these questions, a three step methodology was applied.

1. A survey population was chosen which included librarians in the process of attaining continuing status at the three Arizona universities: University of Arizona, Tucson (UA); Arizona State University, Tempe (ASU); and Northern Arizona University, Flagstaff (NAU). The population also included tenure-track faculty members in the behavior and social sciences departments at the same institutions.

These individuals were identified from rosters which are published as a part of the annual budget for each institution.

The budget year selected from which to draw the population for study was 1988-89. Since the population was drawn during the summer of 1989, the individuals thus selected would have completed at least one year of service.

2. The criteria for librarians at each of the universities was examined, along with that for faculty members. All three institutions fall under the governance of the Arizona Board of Regents, which has broad guidelines for both faculty and for academic professional position appointments, promotions, and the criteria under which individuals are evaluated for tenure or continuing status. The specific definitions of such criteria are developed at each university.

The review procedures for promotion and continuing status at each university are set at the administrative level of that institution. Specific criteria within each department are set at the department level, however a similar model is followed within each department. This model consists of a series of annual or biennial peer reviews by a department level committee leading to an eventual final year review and a recommendation supported by the department head in favor of or against promotion and/or tenure or continuing status for each individual. Once this recommendation is made, the process continues at the university committee levels. Recommendations by the ultimate reviewing committee, once approved by the President of the university and the Board of Regents, are final.

Umbrella documents for faculty and for academic professionals designate specific areas within which the individuals are to be evaluated for promotion and for tenure or continuing status at each university. These umbrella documents list broad categories for evaluation, and leave more specific definitions up to the departments.

The broad categories used at the three institution are as follows:

Faculty categories used at all three universities include:

1. Research, scholarship, or creative activity.
2. Teaching effectiveness.
3. Service (to the department and the university; to the community at large; to the profession).

Academic professional categories (includes librarians) are:

1. Professional development (includes scholarship)
2. Position effectiveness or Job performance.
3. Service (to the library, to the university; to the community at large; to the profession).

The major difference, then, between expectations for faculty and for librarians, is that faculty are **required** to produce

scholarly research in all three institutions, whereas librarians must engage in professional development activities which include scholarship and research as one available option.

Faculty are evaluated for teaching effectiveness, and librarians are evaluated for position effectiveness under criteria which may vary depending upon their assignment; both groups are evaluated on service to their department, their university, the communities in which they live, and the professions in which they serve.

Even though these differences result in disparate emphasis on the ways that the institutions indicate the groups will be evaluated, it has been this author's experience that librarians involved in the process of attaining continuing status may feel that the pressure to publish influences their work activity.

3. The survey was designed to measure ways in which faculty and librarians differ as groups, and ways in which faculty and librarian groups differ from institution to institution within the governance of the same Board of Regents as regards the scholarship component of the criteria for promotion and tenure or continuing status.

The survey was divided into five sections:

Section One: Background Information

Section Two: Quantitative Information as Regards the Compilation of the Dossier

Section Three: Time Management

Section Four: Institutional Support for Research

Section Five: Attitudes

SUMMARY DATA: RESULTS OF THE SURVEY

A survey was sent to 150 individuals employed as assistant or probationary librarians or as assistant professors with departments identified as behavior or social sciences departments at the three Arizona universities: University of Arizona, Tucson; Arizona State University, Tempe; and, Northern Arizona University, Flagstaff.

A total of 110 responses (73%) were returned.

SECTION ONE: BACKGROUND INFORMATION

Questionnaire Item #1. Please identify the nature of your current appointment; and,

Item #2. Have you attained tenure or continuing status?

Of the respondents, 6 individuals had moved or were no longer employed in an Arizona university or were not employed in tenure or continuing status positions. 2 returned survey forms which were blank or only partially completed. 17 individuals (9 faculty and 8 librarians) had attained tenure or continuing status before receiving the survey. Once these were deleted from the respondent group, a total of 85 viable responses remained.

Of these 85, 46 represented behavioral and social science

faculty members, and 39 represented librarians.

(INSERT TABLE A)

Questionnaire Item #3. How long have you held your current position; and,

Item #4: Identify the year in which you will be up for final tenure or continuing status review.

The majority of respondents, 70 of the 85 (82.3%) are within their first three years at their current positions. This includes 40 or 46 responding faculty (86.9%), and 30 or 39 responding librarians (76.9%).

(INSERT TABLE B)

The responses for identifying in what year an individual will be reviewed appeared to be redundant once the data for years employed was tabulated. Therefore, item 4 has been deleted from the summary.

Questionnaire item #5: Are you currently engaged in research and writing with publication as a goal?

100% of the faculty and 72% of the librarians responded "yes".

The librarian group separates by institution quite widely, however. 94% of the 18 responding librarians from UA (all but one)

are currently engaged in these activities, whereas only 57% and 43% of the responding librarians from ASU and NAU respectively are so engaged.

(INSERT TABLE C)

Questionnaire item #6: Is publication a required component of the tenure or continuing-status process in which you are involved at your institution?

100% of the faculty responded "yes" to this item. Although 28 (72%) of the librarians had indicated they were actively engaged in research and writing with publication as a goal, only 21 (54%) responded that this activity is a required component of the criteria for promotion and continuing status.

When the librarian group is viewed institution by institution, variances are shown. At NAU none of the librarians perceive publication as a requirement for promotion or continuing status evaluation. At ASU, 5 of the 14 respondents (36%) believe this is a requirement. At the UA, 16 of the 18 respondents (89%), understand that publication is a required component of the continuing-status process in which they are involved.

(INSERT TABLE D)

SECTION TWO: QUANTITATIVE INFORMATION AS REGARDS THE COMPILATION OF THE DOSSIER.

Item # 7: In your opinion, is there a minimum number of published items acceptable for the dossier which an individual presents to the tenure or continuing-status review committee?

Thirty-eight of forty-five faculty respondents to this question replied "yes" (84%). Eight of twenty-nine librarian respondents answered "yes" (28%).

The faculty responses were in a close range (within 4 percentage points, UA 82%, ASU 86% and NAU 86%), but the librarians ranged more widely over a 35 point spread (UA 35%, ASU 25% and NAU 0%).

(INSERT TABLE E)

Item # 8: Describe the minimum requirements you feel would be sufficient for the scholarship component of an individual's dossier presented for approval by the tenure or continuing-status committee. Include numbers and types of published items which you feel would represent the threshold requirements for an acceptable dossier.

The range of minimum requirements indicated by faculty respondents covers a low of three articles (in refereed journals) as being sufficient for the dossier to a high of one book per year or 4 refereed journals articles per year as minimally sufficient.

The ranges vary so widely from individual to individual that it is difficult to summarize or to indicate an average response in either category. (See charts). It appears that faculty might

agree that 1 article per year would not suffice, but 15 or more would comprise an adequate dossier. Fifteen of the 38 responding faculty members (39%) suggest the inclusion of a book as part of the minimum requirements, either in addition to other publications (9 respondents) or as an alternative to from 8 to 15 other publications, with 4 of these emphasizing the journals must be refereed, and 1 suggesting a book each year (or 4 articles per year in refereed journals) would suffice.

Librarians suggested a low minimum as including "1 or more" articles and a high of one book or 6 articles comprising the dossier. Of eight responding librarians, four appear to be comfortable with 2 or 3 articles or items (including presentations at professional conferences) comprising a minimum dossier. Others (2) suggest 1 item per year is more realistic; two mention a book as an alternative to from 6 to 7 other items.

(SEE APPENDIX A)

Questionnaire item #9: Please describe your personal "target" in terms of quantities and types of scholarly items you plan to include in your dossier:

Forty-four faculty reported having set personal targets ranging from a package including three articles plus a book chapter (low) to a package including two books plus nine articles, three appearing in a refereed journal (high).

Twenty-one of the 44 respondents (48%) intend to publish at

least one book. All of these plan to publish articles, book chapters, and/or to present conference papers in addition to their book(s).

Faculty not publishing books intend to publish from a low of four to a high of 22 other items (articles, book chapters, conference papers, etc.). Only six of the 44 (14%) list fewer than seven items.

Of 27 librarian respondents to this item, three (11%) have set no specific target.

The librarians who have targets range from those who are working towards "one or more articles" (low) to a package including one book, three articles, 50 book reviews, 2 bibliographies, and indexing work on eight journals.

Seven of the 24 with targets (29%) intend to publish at least one book; all of these plan additional publications as well.

Librarians not publishing books plan to publish from one (low) to 13 items (high). Thirteen of the 24 (54%) plan fewer than seven items.

(SEE APPENDIX B)

Questionnaire item #10: How much of this "target" have you completed to date?

By comparing the responses to item #9 and item #10, the author estimated whether the respondent has completed more or less than half of his or her target. Of those responding 7 of 42 (17%)

faculty members had completed all of the work indicated as their personal target; 24 (57%) had completed half or more; and 11 (26%) had completed less than half.

Six of 22 (27%) responding librarians had completed all of their target goals; 11 (50%) had completed half or more; and 5 (23%) had completed less than half.

(INSERT TABLE F)

Questionnaire item #11: Where did you gain the most valuable training or experience for research and writing for publication?

Of 46 faculty respondents, 4 indicated their master's degree training was valuable, 36 indicated their doctoral program training was valuable, and 11 indicated their work as a graduate assistant to a faculty member was valuable. 13 indicated they experienced valuable mentoring during their early professional years.

The fifteen "other" responses included eight responses indicating self-help was valuable. Two indicated that work in other fields carried over into academe in a valuable way as regards their research. Two restated that mentorship was valuable.

Of 28 responding librarians, 17 cited their master's program work as valuable, although 2 of these stated it was NOT the MLS which was valuable, but master's work in other fields.
Two librarians cited doctoral program work as valuable.
None of the librarians indicated work as a graduate assistant contributed to their training in this area. Ten indicated mentorship was of value, although 2 stated it was mentorship from

faculty members in other fields than librarianship which was of use to them.

The 12 "other" responses from librarians included 6 indicating self-help was valuable, and two who cited prior work experience (one as an editor, and the other as a library assistant during library school). Two cited other master's programs and two mentioned mentors from other fields.

(INSERT TABLE G)

SECTION THREE: TIME MANAGEMENT

QUESTIONNAIRE ITEM #12: On the average over the course of a semester, how many hours per week do you work in order to fulfill the obligations of your position (including teaching, advising, committtee work, research writing, scheduled office or desk hours, etc.)?

Of forty-six faculty respondents, 6 (13%) claim to work a 40-45 hour week, 15 (32%) to work 45-50 hours per week, 15 (33%) indicate working 55-60 hours per week, and 10 (22%) work more than 60 hours per week.

Of 28 librarian respondents, 1 (3.5%) works fewer than 40 hours per week, 9 (32%) work from 40-45 hours per week, 13 (46%) put in 45-50 hours per week, 1 (3.5%) works 50-55 hours per week,

2 (7%) work 55-60 hours per week, and 2 (7%) work over 60 hours per week.

The median work week for faculty is reported as 50-55 hours per week, although a substantial number (22%) work over 60 hours per week.

The median librarian work week is reported as 45-50 hours per week, with 7% working over 60 hours per week.

(INSERT CHART #1)

Questionnaire item #13: Identify the number of months your contract requires you to work each year.

45 of 46 faculty members (98%) work a 9 month contract year. 1 (2%) works a 10 month contract.

26 of 28 librarians (93%) works a 12 month contract. 2 (7%) hold 11 month contracts.

Questionnaire item #14: Considering office hours, class schedules, committee meetings, and ALL other types of scheduled committments, how many hours in an average week are NON-FLEXIBLE hours during which you cannot plan to pursue your own research and writing?

Twenty-one of 46 respondent faculty (46%) indicate that they have 20 or fewer non-flexible hours available. Twenty-five (54.%) indicate that 20 or more hours per week are non-flexible.

Librarians responding include 7 of 28 (25%) who indicate that

they have 20 or fewer non-flexible hours available. 21 (75%) indicate that 20 or more hours of their time each week is not available for research and writing, including 2 (7%) who state over 40 hours per week is scheduled and unavailable for them to perform research and writing.

(INSERT CHART #2)

Questionnaire item #15: On the average over the course of a semester, how many hours per week do you estimate you devote to research and writing?

Five of 46 faculty respondents (11%) spend 10 or fewer hours per week on research and writing; twenty of 46 (43%) faculty spend 10 to 20 hours per week; and, 21 of 46 (46%) spend 20 or more hours per week on these activities.

Twenty of 28 librarians spend 10 or fewer hours per week (71%) on research and writing; 6 of 28 (21%) spend 10 to 20 hours per week; and, 2 of the 28 librarians responding (7%) spend 20 or more hours per week on these activities.

The average librarian hours per week spent on activities leading to potential publication = 5-10.

The average faculty hours per week spent on research and writing = 20-25.

This is the estimate over the course of a semester, and does not include the faculty members' summer months.

(INSERT CHART #3)

Questionnaire Item #16: Are professional release days available for research/writing?

For the most part, faculty members did not indicate that profesional release days are available. Many commented with a question mark or a question such as "what are these?" or "don't know". Of the 46 respondents, 40 (87%) indicated "no" in response to this item, and 6 indicated "yes" (13%). (See charts).

Librarians, on the other hand, indicated that professional release days are available. Of the 28 responding librarians, 24 (86%) responded "yes" to this item, and 4 (14%) indicated "no".

(INSERT TABLE H)

Questionnaire items #17 and #18: How many professional release days are available to you during your contract year, and how many do you estimate you use for research and/or writing (as opposed to conference attendance, etc.)

In response to this item, three ASU faculty members responded that they have from 14 to 60 days available, and each has used all or most of these hours for research and/or writing.

The one UA respondent indicated 90 days as available and that the entire number had been used (the author wonders if this represents the 90 days equal to summer semester). Two NAU faculty members who indicated professional release days are available did not respond to the quantity questions, #17 and #18.

Librarians responding to these items included three from ASU. One indicated that of 12 days available, s/he used 12 for research and/or writing. The second indicated using 12 of 24 available days for research and/or writing. The third replied that 35 days are available, and that 22 were used for research and/or writing.

Of 16 UA librarians responding to this set of items, half (8) indicate there are 24 professional release days available. Four respond there are 22 days available, and there was one who was uncertain, one who replied 5 days are available, one who indicated 25 release days are available, and one who gave a figure of 28.

However, none of the UA librarians used all the release days they believed were available to them. The range in days actually used for writing and/or research is from zero (4 respondents) to 15 (one respondent).

None of the NAU librarians indicated using release days.

A composite of the ASU librarians shows that the average librarian has used 6.57 release days, and at UA the average number of days used is 3.87.

Questionnaire item #19: Is clerical assistance available to you for research/writing purposes?, and;

Item #20: How many hour/week is clerical assistance available?

76% of faculty members (35 of 46 respondents) report having clerical assistance available. 32% of the librarians (9 of 28) have this type of institutional support for their research.

(INSERT TABLE I)

Responses to item #20 concerning the quantity of time available were not usable to obtain meaningful quantitative data. Respondents answers ranged from "as much as I need" to "not enough". Most either left the item blank or indicated that assistance varies with need. Many indicated their use of word processors eliminates the need for clerical assistance.

Questionnaire Item # 21: Are graduate assistants available to assist you with your research? and;

Item # 22: How many hours per week are assistants available?

Thirty-two of the 46 faculty respondents (69.5%) report having the use of graduate assistants. Twenty-four of these 36 responded to item #21. Of these 24, 21 (87.5%) reported having from 10-20 hours of research assistance per week. The range of hours per week available to the faculty was from 5 to 30.

None of the librarians report having this help.

Questionnaire Item # 23: Is funding available to support your research?

Of 46 faculty respondents, 30 (65%) said funding is available. Of 28 librarian respondents, 9 (32%) replied that funding is available.

Questionnaire Item #24: Please identify the type and amounts of funding you received during the most recent complete contract year.

Of 46 faculty who responded to this section of the survey, 24 (52%) reported the receipt of funding during the most recent complete contract year. There was one individual who had received a total of $282475.00, and this amount was removed from the totals of faculty monies recieved before an average was calculated. The average amount of funding faculty members recieved was $5508.00.

(SEE APPENDIX C)

Of 28 librarians responding to this section of the survey 2 had received funding. One received $30 to support computer searches. The other received $500 for purposes not described.

SECTION FIVE: ATTITUDES

Questionnaire item # 25: In your opinion, are the expectations

placed upon you for publishing realistic given the nature of other obligations demanded by your contract?

Of 46 faculty respondents, 32 (70%) feel expectations are realistic.

Of 28 librarians, 17 (61%) feel expectations are realistic.

(INSERT TABLE J)

Questionnaire Item # 26: Are the requirements for publishing compatible with job satisfaction?

Of 46 faculty respondents, 29 (63%) said yes to this item.

Of 27 librarians, 17 (63%) said publishing requirements are compatible with job satisfaction.

(INSERT TABLE K)

ANALYSIS OF THE RESULTS.

Are the responses of the seven probationary librarians in the original interviews representative of the larger group of probationary librarians in the state's university system?

Although the librarians in the three institutions all fall under the broad governance of the Regents documents, and although within their respective universities the general criteria for evaluation is similar (professional development, position effectiveness, and service), there are some very distinct

differences which are shown by the responses to items 5, 6, 7, 25, and 26.

When asked "Are you currently engaged in research and writing with publication as a goal?" (item #5), respondents from the three institutions separated by 51 percentage points. Whereas 43% of the librarians at NAU report being engaged in publishing activities, 57% at ASU are involved, and at the UA 94% (17 of 18 respondents) are engaged in these activities.

When asked "Is publication a required component of the continuing status process in which you are involved at your institution?" the responses again were divided by institution. None of the NAU librarians perceive publication as a required aspect of the continuing status process. At ASU roughly one-third (36%) understand publication to be a requirement. And at the UA, the opinion that publication is a requirement of the continuing status process is shared by 89% (16 of 18) of the responding librarians.

In fact, when one reads the documents produced at each institution defining the criteria for librarians in the continuing status and promotion process, the following observations can be made:

At NAU the pertinent document is the Performance Evaluation of Library Academic Professionals. In the December, 1986 draft, Section III ("Criteria for Reappointment and Continuing Appointment"), part A states in part, "The nature of academic professional library work at NAU emphasizes day-to-day activity

while minimizing the opportunities for research and publication. The workload and small staff size have virtually eliminated release time."(5) Although research, writing and publishing are included in potential activities under the category of professional devalopment, the statement quoted above appears to serve to minimize pressures for publication from individual librarians.

The corresponding ASU document appears to be Personnel Action for ASU Librarians which includes "Criteria for retention, continuing appointment and promotion" as Section VIII. Within Section VIII, item B, "Criteria", includes the three broad categories: job performance, professional development and contribution, and service. Statements taken from the introduction to the "Professional Development and Contribution" section suggest that "librarians are expected to meet the standards for personnel action in the areas that are most congenial to them. A librarian is not expected to demonstrate activity in all of the areas." The areas include continued education (formal study), continuing education (informal study), library improvement and innovation, professional participation, publication/dissemination, research, teaching, and "other".

Within the area publication/dissemination, internally disseminated publications (within the library) can be counted "if they are beyond the scope of an individual job description," and "contributions to fields other than librarianship or bibliography may be included."(6)

At the UA, the document which addresses criteria for promotion

and continuing status review is the University of Arizona Library Faculty Assembly Bylaws, of which the revision of July 29, 1988 was consulted. Article X of this document concerns appointment, retention, continuing status, and promotion. Item B of this article gives the criteria in three areas: position effectiveness, scholarship, and service. "Of these, position effectiveness is foremost," it reads. "Contributions in scholarship and service should demonstrate continuing professional development." Item X.B.2. concerns scholarship in particular. "Evidence of contributions to the field of librarianship must be present, although activities or products may include a combination of contributions to librarianship and to other academic disciplines,"(7) it states. Examples of scholarship which are included in this item include only items which are disseminated beyond the campus. Items distributed only internally are considered components of position effectiveness or service.

These documents appear to make it clear that at NAU publication is not a requirement for librarians seeking continuing status, and that view is reflected by the librarians' responses. At ASU, it seems clear that publication is an option, and not a requirement; yet 36% of the ASU librarians responded that publication is required. At the UA, scholarship is required, and although this may include presentations such as poster sessions at conferences and meetings, publication outside the campus environment appears to be strongly indicated. In fact, 16 of the 18 responding librarians (86%) interpret this criteria as demanding

publication.

None of these documents suggest quantities, and at NAU none of the librarians believe there is a minimum number of publications needed for their dossiers. However, at ASU 25% of the librarians do feel there is a minimum requirement for a dossier which includes publications as a component, and at the UA 35% of the librarians believe this is the case.

A comparison of librarian groups on the bulk of the survey does not show great disparities from university to university such as are shown in the above mentioned items. The range of minimum and target dossier item quantities is wider among individuals than institutional groups; success in completing the targeted goals is evenly spread out; and librarians' training experiences have much in common. Time management does not appear to be more of a problem or issue in one institution over another among librarians, and a similar lack of institutional support in terms of release time, clerical assistance, graduate student assistance, and funding pervades the system statewide.

However, librarians at the UA are much less pleased with the requirements for publishing than librarians at ASU; and both of these groups are less satisfied than librarians at NAU.
At the UA only 41% of the librarians responding felt the institution's expectations of them are realistic; this compares with 88% of the ASU librarians and 100% of the NAU librarians who responded positively to this item. At the UA, only 50% of the librarians feel the publication requirements are compatible with

job satisfaction. This compares with 75% of the ASU respondents and 100% of the NAU respondents.

How do librarians' attitudes regarding publishing pressures and job satisfaction compare with those of faculty in the same system?

When librarians and faculty are considered as groups, the answers to item #26, "Are the requirements for publishing compatible with job satisfaction," appear to be identical. Of 46 faculty respondents statewide, 63% responded positively to this item. Of 27 librarians statewide, 63% responded positively.

The librarians response institution by institution, as we have discussed, ranged over a 50 percentage point spread.

The faculty, on the other hand, responded much more homogeneously: the UA faculty showed a positive response rate of 65%; ASU faculty's positive responses indicated 59% approve of the current criteria; and at NAU, 71% of the faculty responded positively. The point spread here was only 6 percentage points.

What factors might influence the attitudes of librarians and faculty members during their pre-tenure or continuing status years of service?

The entire survey was designed to look at factors influencing librarians and faculty members. The most interesting results to the researcher are those gleaned with questions #25 and #26. Faculty status appears to be similar at all three universities in the Arizona system. Faculty seem to respond in a similar manner

when asked whether they feel requirements are reasonable and contribute to job satisfaction. Roughly one-third are not satisfied with the situation, but that one-third is distributed rather evenly around the state. Individual differences in personalities and personal goals could account for the dissatisfaction felt by these individuals.

But academic status for librarians is not similar from institution to institution as regards pressures to publish. The criteria established by librarians for their peers at each university varies sufficiently that where librarians at one institution (NAU) are 100% satisfied with the situation, fewer than half the librarians at another (UA) feel the expectations placed upon them to publish are realistic given their other duties, and fully half of these librarians at the UA feel these requirements are incompatible with job satisfaction.

This survey only investigated the conditions in one state, so generalities about the profession at large cannot be made from its results. In Arizona, at least, the term "academic professional" as it relates to the requirement to publish does not appear to describe a situation of employment which is identical from one university to another.

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4. Lance Query, "Librarians and Teaching Faculty: Disparity Within the System," Academe 7:13 (July-August, 1985).
5. "Performance Evaluation of Library Academic Professionals," prepared by the Library Committee on Academic Professional Status, Northern Arizona University, May, 1986, rev. December, 1986, Sect. III.A.
6. "Personnel Action for ASU Librarians," prepared by the Arizona State University Libraries, 1987, rev. 1988, Sect. VIII.B.
7. "By-Laws of the University of Arizona Library Faculty Assembly," prepared by the Library Faculty Assembly, University of Arizona, 1988, Article X.B.2.

TABLE A

RESPONDENTS IDENTIFIED AS TENURE-TRACK FACULTY OR PROBATIONARY LIBRARIANS WHOSE QUESTIONNAIRES WERE COMPLETE.

	FACULTY	LIBRARIANS
UA	17	18
ASU	22	14
NAU	7	7
	46	39

TABLE B

LENGTH OF SERVICE OF PARTICIPANTS.

	FACULTY	LIBRARIANS
1 yr	15	14
2 yr	12	9
3 yr	13	7
4 yr	2	2
5 yr	4	3
6 yr	0	3
TOTAL	46	39

TABLE C

RESPONDENTS ENGAGED IN RESEARCH AND WRITING WITH PUBLICATION AS A GOAL.

	FACULTY			LIBRARIANS		
	Yes	No		Yes	No	
UA	17	0		17	1	(94%)
ASU	22	0		8	6	(57%)
NAU	7	0		3	4	(43%)
	46	0	(100%)	28	11	(72%)

TABLE D

RESPONDENTS WHO PERCEIVE PUBLICATION AS A REQUIREMENT FOR THE ATTAINMENT OF TENURE OR CONTINUING STATUS

	FACULTY			LIBRARIANS		
	Yes	No		Yes	No	
UA	17	0		16	2	(89%)
ASU	22	0		5	9	(36%)
NAU	7	0		0	7	(0%)
	46	0	(100%)	21	18	(54%)

TABLE E

RESPONDENTS' OPINIONS AS TO WHETHER OR NOT THERE IS A MINIMUM NUMBER OF PUBLISHED ITEMS ACCEPTABLE FOR THE DOSSIER.

	FACULTY			LIBRARIANS		
	Yes	No		Yes	No	
UA	14	3	82%	6	11	35%
ASU	18	3	86%	2	6	25%
NAU	6	1	86%	0	7	0%
	38	7		8	20	

TABLE F

RESPONDENTS' PROGRESS TOWARDS COMPLETION OF PERSONAL TARGET RESEARCH AND WRITING GOALS.

A = All target items completed
B = Half or more target items completed
C = Less than half target items completed

		FACULTY			LIBRARIANS		
		A	B	C	A	B	C
UA	1st yr	1	4	1	-	3	1
	2nd yr	-	5	-	-	1	-
	3rd yr	2	1	1	1	3	2
	4th yr	-	1	-	-	1	-
	5th yr	-	1	-	4	-	-
	6th yr	-	-	-	1	-	-
ASU	1st yr	-	2	3	-	1	1
	2nd yr	-	2	3	-	1	-
	3rd yr	1	3	2	-	-	-
	4th yr	-	1	-	-	-	-
	5th yr	1	1	-	-	-	-
	6th yr	-	-	-	-	-	-
NAU	1st yr	1	1	1	-	-	1
	2nd yr	-	1	-	-	1	-
	3rd yr	-	1	-	-	-	-
	4th yr	-	-	-	-	-	-
	5th yr	1	-	-	-	-	-
	6th yr	-	-	-	-	-	-

TABLE G

RESPONDENTS' IMPRESSIONS OF WHERE THE MOST VALUABLE TRAINING OR EXPERIENCE FOR RESEARCH AND WRITING FOR PUBLICATION WAS GAINED.

FACULTY		LIBRARIANS	
PhD	36	Master's	17
Other	15	Other	12
Mentor	13	Mentor	10
Grad.Asst.	11	PhD	2
Master's	4	Grad. Asst.	0

TABLE H

AVAILABILITY OF RELEASE DAYS FOR RESEARCH AND/OR WRITING.

	FACULTY		LIBRARIANS	
	Yes	No	Yes	No
UA	1	16	16	1
ASU	3	19	7	1
NAU	2	5	1	2
	6	40	24	4

TABLE I

AVAILABILITY OF CLERICAL ASSISTANCE FOR RESEARCH/WRITING.

	FACULTY		LIBRARIANS	
	Yes	No	Yes	No
UA	13	4	1	16
ASU	16	6	6	2
NAU	6	1	2	1
	35	11	9	19

TABLE J

RESPONDENTS' OPINIONS: "Are the research expectations of your institution realisitic given the nature of other obligations demanded by your contract?"

	FACULTY		LIBRARIANS	
	Yes	No	Yes	No
UA	11	6	7	10
ASU	16	6	7	3
NAU	5	2	3	0
	32	14	17	11

TABLE K

RESPONDENTS' OPINIONS: "Are the requirements for publishing compatible with job satisfaction?"

	FACULTY		LIBRARIANS	
	Yes	No	Yes	No
UA	11	6	8	8
ASU	13	9	6	2
NAU	5	2	3	0
	29	17	17	10

CHART #1: HOURS/WEEK NEEDED TO FULFILL ALL OBLIGATIONS OF POSITION

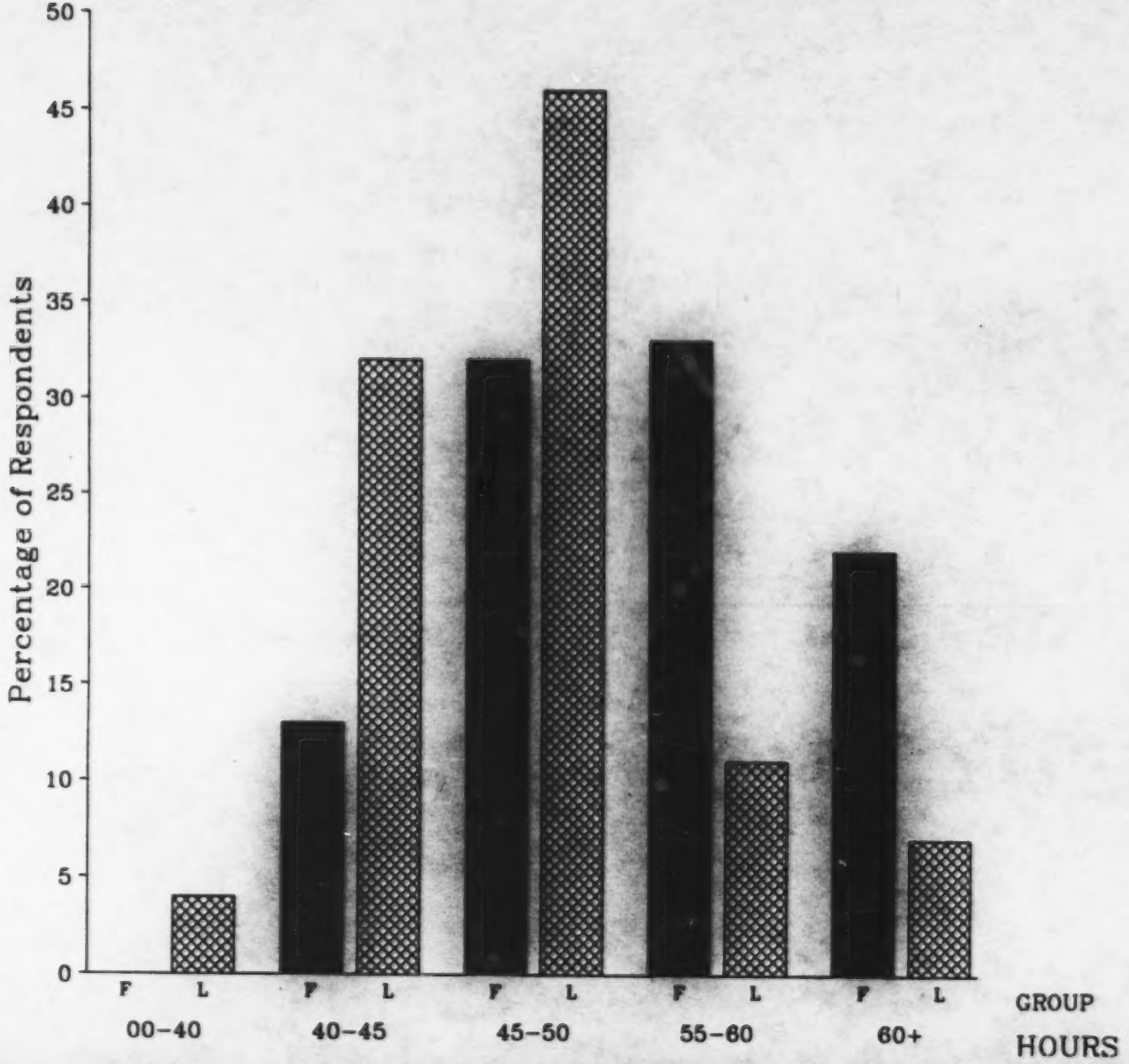


CHART #2: NONFLEXIBLE HOURS/WEEK

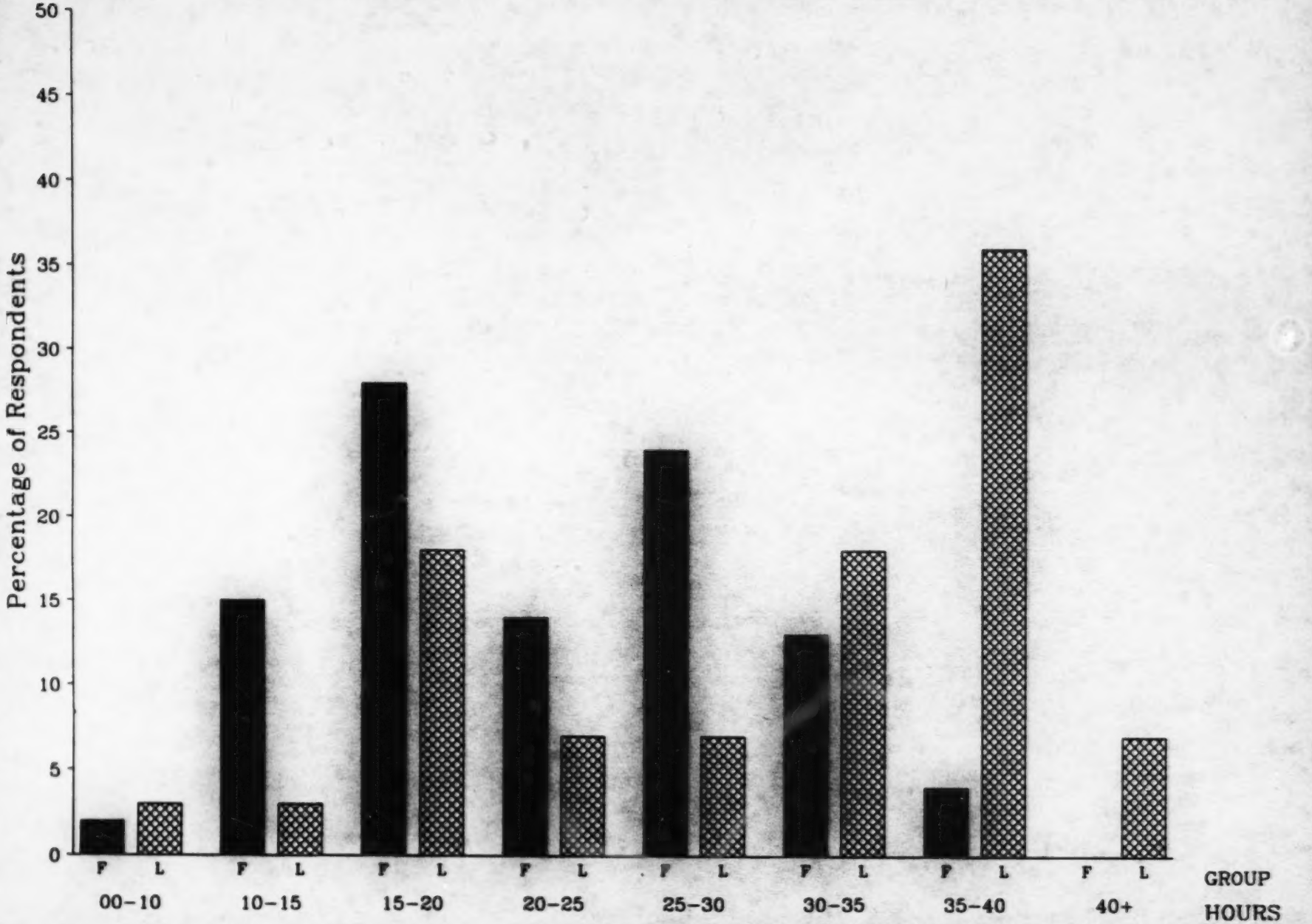
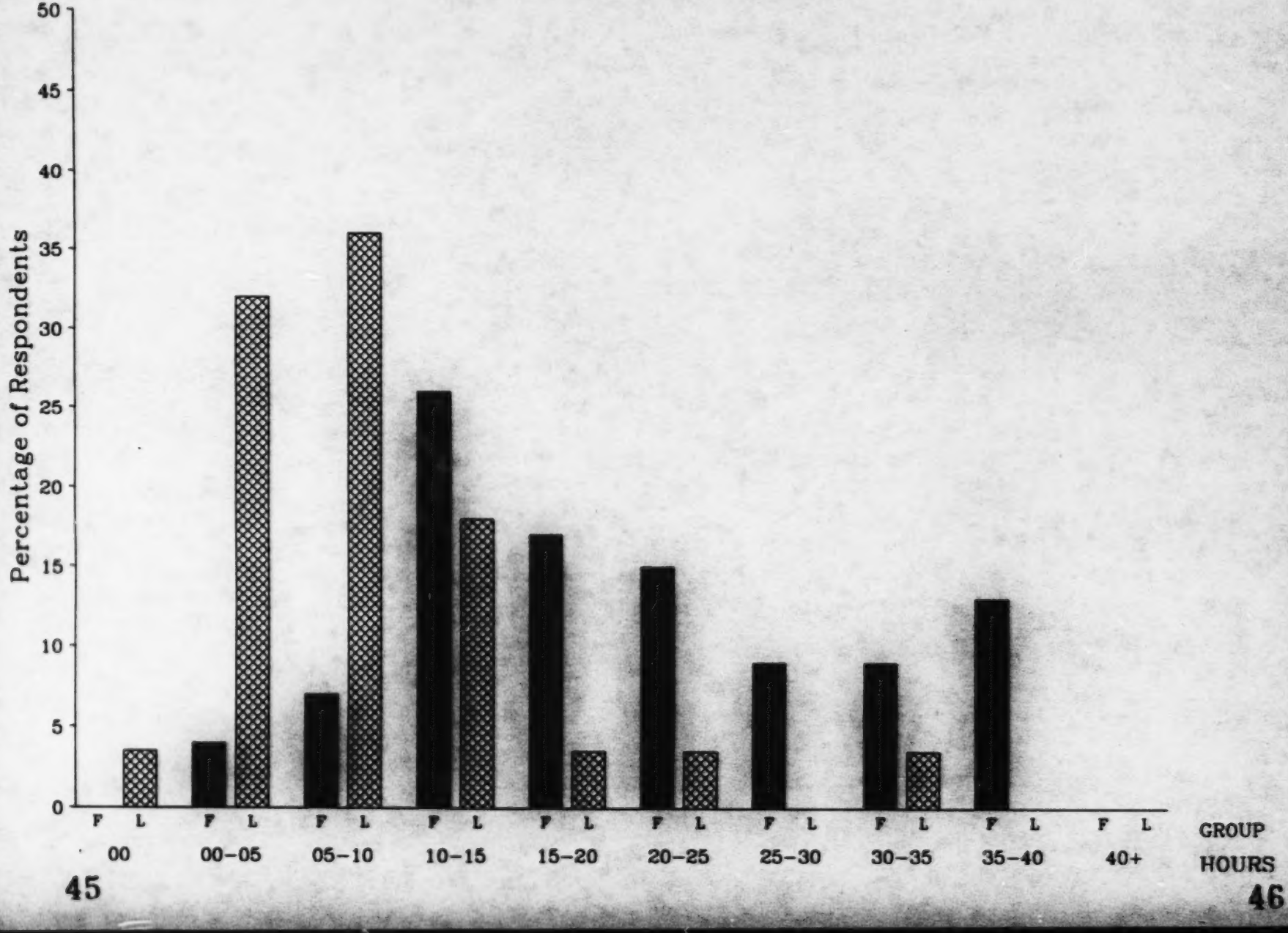


CHART #3: HOURS/WEEK DEVOTED TO RESEARCH AND WRITING



APPENDIX A: RESPONDENTS' PERCEPTIONS OF MINIMUM REQUIREMENTS SUFFICIENT FOR THE SCHOLARSHIP COMPONENT OF THE DOSSIER.

FACULTY

UA

1. 1 article per year plus (unspecified) other items
2. 15 or more articles
3. 10 articles plus 2 book chapters plus 10 conference papers
4. 1 book (or) 6 articles (or) 4 articles plus 4 book chapters (or) 4 articles plus 1 book
5. 1 book (or) 10-15 articles (3 to 4 of these in refereed journals) plus book reviews
6. 1 book (or) 10-12 articles in refereed journals plus 9 conference papers plus 2 reviews
7. 1 book plus 2 articles plus 1 or more conference papers
8. 1 book plus 2 articles in refereed journals
9. 1 book plus 5 articles
10. 1 book plus 5 articles
11. 1 book plus 5 articles (or) 8 articles, 3 well placed
12. 1 book plus 5 articles in refereed journals (or) 15 articles in refereed journals
13. 1 book plus 6 articles (2 in refereed journals) plus 1-3 conference papers per year
14. 1 book per year (or) 4 articles in refereed journals per year plus "some" conference papers

ASU

1. 3 to 5 articles in refereed journals
2. 6 articles
3. 1 article per year in refereed journals
4. 6 articles in refereed journals and "lots" of conference papers
5. 8-10 articles in refereed journals
6. 9 items including at least 3 articles in refereed journals
7. 8-10 articles in refereed journals
8. 2 articles per year
9. 2 articles per year in refereed journals
10. 2 articles per year in refereed journals
11. 2 articles per year in refereed journals
12. 10 articles in refereed journals plus 5 conference papers
13. 1 book (or) "several" articles
14. 1 book (or) 8 articles in refereed journals

15. 1 book (or) 7 book chapters plus 7 articles, at least 3 in refereed journals
16. 1 book plus "several" articles
17. 1 book plus 1 article per year
18. "Difficult to say, but some unspecified minimum appears to exist."

NAU

1. 1 publication per year
2. 1 article per year
3. 3 articles
4. 3 articles in refereed journals ("or the equivalent")
5. 3 articles or book chapters
6. 5 articles in refereed journals ("or the equivalent in books, chapters, etc.")

LIBRARIANS

UA

1. 1 item per year
2. 1 item per year
3. 2 articles plus several book reviews
4. 3 articles
5. 3 articles in refereed journals
6. 1 book or 2 book chapters plus 5 conference presentations and 2 book reviews/year

ASU

1. 1 or more articles and 1 or more conference papers
2. 1 book or 6 articles

NAU

No respondents to this question.

APPENDIX B: DESCRIBE YOUR PERSONAL TARGET IN TERMS OF TYPES AND QUANTITIES OF SCHOLARLY ITEMS YOU PLAN TO INCLUDE IN YOUR DOSSIER:

FACULTY

UA

1. 1 article in refereed journal per year plus unspecified other items
2. 10-15 articles in refereed journals plus unspecified other items
3. 12 articles
4. 10 articles, 2 book chapters, plus 10 conference papers
5. 10-12 articles in refereed journals, 8-10 conference papers, plus 1-2 book reviews
6. 1 book plus 2 articles in refereed journals
7. 1 book, 2 articles, 4 or more conference papers, plus 2 or more book reviews
8. 1 book plus 7 articles
9. 1 book plus 7 or 8 articles
10. 1 book plus 8 articles or book chapters
11. 1 book, 4 articles, 4 book chapters, plus editorial work on 2 books
12. 1 book plus 10 articles and "a few" book reviews
13. 1 book, 5 articles, 2 conference papers, and the securing of one external grant
14. 1 book plus 12 articles or book chapters
15. 1 book plus 18 articles
16. 1 book plus 8 articles in refereed journals, 1 book chapter, 10-12 conference papers, and 8-10 book reviews
17. 1 book per year (or) 4 articles per year, 2-3 book reviews per year, plus 3 research grants

ASU

1. 6 articles
2. 6 articles in refereed journals
3. 6 or more articles
4. 8-10 articles in refereed journals
5. 2 articles in refereed journals per year
6. 6 articles plus 6 major creative works
7. 6-7 articles in refereed journals plus 2 book chapters and the editing of one book
8. 8-10 articles plus "several" conference presentations and a "sprinkling" of book reviews

9. 12 articles in refereed journals
10. 15 articles in refereed journals
11. 10 articles in refereed journals plus 12 conference papers
12. 3-4 articles per year, 1-2 conference papers per year, plus 1 major external grant
13. 1 book plus 5 articles
14. 1 book plus "a variety" of articles and 1 book chapter, editing of 1 book, 1 exhibit catalog
15. 1 book plus 10 articles
16. 1 book plus 10-12 articles in refereed journals plus 10-15 conference presentations
17. 1 book, 3 articles in refereed journals, 3 book chapters, plus 1 edited book
18. 1 book plus 1 article per year in refereed journals plus 1 grant application
19. 1-2 books plus 5-8 articles
20. 2 books plus 3-4 articles
21. 2 books plus 9 articles (3 in refereed journals)

NAU

1. 3 articles plus 1 book chapter
2. 5 articles in refereed journals
3. 1 article per year in refereed journals
4. 5-7 articles
5. 2 articles per year in refereed journals
6. 5 articles in refereed journals plus the securing of 2 external grants

LIBRARIANS

UA

1. Plans not specific (1st year librarian)
2. "I have decided to ignore the guidelines..."* (3rd year librarian)
3. 1 article per year in refereed journal
4. 1-2 items per year
5. 1-2 articles plus 1-2 book reviews per year
6. 1 article plus 1 conference paper plus 2 poster sessions plus 2 panel discussions
7. 2 articles plus 1 poster session
8. 2 articles in refereed journals plus 1 conference presentation
9. 3 conference presentations plus 1 resource guide
10. 5 articles in refereed journals
11. 5-6 articles
12. 5-6 publications of various types
13. 1 article, 2 book chapters, 4 conference presentations, plus 1 poster session
14. 5-6 articles plus 4-5 conference papers plus 2 poster sessions plus 2-3 book reviews
15. 1 book (or) 2 book chapters plus 5 conference papers plus 2 book reviews per year
16. 1 book plus 2 book chapters plus 5 conference papers plus 18 contributions to professional newsletters
17. 1 book plus 3 articles plus 1 conference paper plus 8 book reviews plus editing a column in a journal

*Entire quote from this respondent reads: "Since criteria for acceptability for tenure has changed every year since my beginning contract, I have decided to ignore the guidelines and publish what I feel is important to the discipline."

ASU

1. Plans not specific (1st year librarian)
2. 1 or more articles
3. 3 or more articles
4. 2 articles per year (plus PhD thesis in process)

5. 4 or more articles plus 6 or more conference presentations
6. 1 book plus 1 conference paper per year
7. 1 book plus 2 articles plus 1 book chapter plus 8 conference presentations
8. 1 or more books plus 3 or more articles plus at least 50 book reviews, 2 published bibliographies, and indexing work on 8 journals

NAU

1. 2-3 conference papers per year plus 2-3 book reviews per year
2. 2-4 novels, 4 short stories per year, and 3 book reviews per year

APPENDIX C:

AMOUNTS AND TYPES OF FUNDING RECEIVED
DURING RESPONDENTS' MOST RECENT COMPLETE CONTRACT YEAR

UA: FACULTY

Internal	+ External	= Total
$ 2700.00	$ -0-	$ 2700.00
700.00	-0-	700.00
2000.00	1500.00	3500.00
2000.00	-0-	2000.00
1800.00	-0-	1800.00
7475.00	275000.00	282475.00
2000.00	20000.00	22000.00
-0-	11000.00	11000.00
$18675.00	$307500.00	$326175.00

UA: LIBRARIANS

Total: $30.00
(One recipient: internal funds for computer searches).

ASU: FACULTY

Internal	+ External	= Total
$ -0-	$25000.00	$25000.00
2000.00	-0-	2000.00
5500.00	-0-	5500.00
2500.00	-0-	2500.00
3000.00	-0-	3000.00
500.00	-0-	500.00
3000.00	700.00	3700.00
1000.00	-0-	1000.00
3500.00	5000.00	8500.00
2000.00	-0-	2000.00
9000.00	-0-	9000.00
5000.00	-0-	5000.00
5000.00	-0-	5000.00
300.00	-0-	300.00
$42300.00	$30700.00	$73000.00

ASU: LIBRARIANS

Total: $500.00
(One recipient: internal funds, not described).

NAU: FACULTY

Internal	+ External	= Total
$ 6000.00	$ -0-	$ 6000.00
4500.00	-0-	4500.00
5000.00	-0-	5000.00
$15500.00	-0-	15500.00

NAU: LIBRARIANS

Total: -0-

SECTION ONE: BACKGROUND DATA

Instructions: *Please place an "x" in the box which most closely answers each question.*

1. **Please identify the nature of your current appointment:**

   A. ☐ **Member of Behavioral and Social Sciences Faculty: tenure-track position.**
   B. ☐ **Librarian: continuing-status eligible position.**
   C. ☐ **My position is neither of the above: I am neither on a tenure-track nor continuing-status eligible.**

   NOTE: If your answer is "C", please STOP here and return this form with the return label provided. Thank you for your participation.

2. **Have you attained tenure or continuing-status?**

   ☐ Yes *(If the answer is "Yes", please STOP HERE and return this form with the return label provided. Thank you for your participation).*
   ☐ No *(If the answer is "No", please continue).*

3. **How long have you held your current position?**

   ☐ Under 1 year ☐ 3 years ☐ 6 years
   ☐ 1 year ☐ 4 years ☐ Over 6 years
   ☐ 2 years ☐ 5 years

4. **Please identify the year in which you will be up for final tenure or continuing-status review.**

   ☐ 1989-90 ☐ 1991-92 ☐ 1993-94
   ☐ 1990-91 ☐ 1992-93 ☐ 1994-95

5. **Are you currently engaged in research and writing with publication as a goal?**

   ☐ Yes ☐ No

6. **Is publication a required component of the tenure or continuing-status process in which you are involved at your institution?**

   ☐ Yes ☐ No

   If your answers to BOTH 5 and 6 are "NO", please STOP here and return this form with the return label provided. Thank you for your participation.

   If you answered EITHER or BOTH 5 or 6 "Yes", please complete the rest of the questionnaire.

SECTION TWO: QUANTITATIVE INFORMATION AS REGARDS THE COMPILATION OF THE DOSSIER.

7. **In your opinion, is there a minimum number of published items acceptable for the dossier which an individual presents to the tenure or continuing-status review committee?**

   ☐ Yes *(If your answer to number 7 is "Yes", please answer number 8).*
   ☐ No. *(If your answer to number 7 was "No", please skip to number 9)*

8. **Please describe the minimum requirements you feel would be sufficient for the scholarship component of an individual's dossier presented for approval by the tenure or continuing-status committee. Include numbers and types of published items (journal articles, books, chapters in books, book reviews, papers presented at conferences, etc.) which you feel would represent the threshold requirements for an acceptable dossier.**

   _____
   _____
   _____
   _____
   _____
   _____
   _____

9. **Please describe your personal "target" in terms of quantities and types of scholarly items you plan to include in your dossier:**
(Feel free to attach an additional page if necessary).

_____
_____
_____
_____
_____
_____
_____
_____
_____

10. **How much of this "target" have you completed to date? (Please specify numbers of each type of item completed).**

_____
_____
_____
_____
_____
_____
_____
_____
_____

11. **Where did you gain the most valuable training or experience for research and writing for publication?** *(Check ALL boxes that apply):*

- ☐ As part of graduate studies for masters' program.
- ☐ As part of graduate studies for doctoral program.
- ☐ As graduate assistant to a faculty member.
- ☐ Via mentorship during early professional years.
- ☐ Other (please describe):_____

_____
_____

SECTION THREE: TIME MANAGEMENT

Instructions: Please place an "X" in the box which most closely answers each question.

12. **On the average over the course of a semester, how many hours per week do you work in order to fulfill the obligations of your position (including teaching, advising, committee work, research, writing, scheduled office or desk hours, etc.)?**

- ☐ Fewer than 40 hrs./wk
- ☐ 40-45 hrs/wk
- ☐ 45-50 hrs/wk
- ☐ 55-60 hrs/wk
- ☐ More than 60 hrs/wk
- ☐ Other:_____

13. **Identify the number of months your contract requires you to work each year.**

- ☐ 9 months
- ☐ 12 months
- ☐ Other_____

14. **Considering office hours, class schedules, committee meetings, and ALL other types of scheduled committments, how many hours in an average week are NON-FLEXIBLE hours during which you <u>cannot</u> plan to pursue your own research and writing?**

- ☐ Under 10 hrs/wk
- ☐ 10-15 hrs/wk
- ☐ 15-20 hrs/wk
- ☐ 20-25 hrs/wk
- ☐ 25-30 hrs/wk
- ☐ 30-35 hrs/wk
- ☐ 35-40 hrs/wk
- ☐ More than 40 hrs/wk

15. **On the average over the course of a semester, how many hours per week do you estimate you devote to research and writing?**

- ☐ Fewer than 5 hrs/wk
- ☐ 5-10 hrs/wk
- ☐ 10-15 hrs/wk
- ☐ 15-20 hrs/wk
- ☐ 20-25 hrs/wk
- ☐ 25-30 hrs/wk
- ☐ 30-35 hrs/wk
- ☐ 35-40 hrs/wk
- ☐ More than 40 hrs/wk

COMMENTS PERTAINING TO SECTION THREE (TIME MANAGEMENT):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

SECTION FOUR: INSTITUTIONAL SUPPORT FOR RESEARCH

Instructions: Please place an "x" in each box which most closely answers each question when a box is given, or fill in each blank with a number which most closely answers each question where a blank is given.

16. **Are professional release days available to you for the pursuit of research and/or writing?**

- ☐ Yes *(If your answer is "Yes", please answer 17 & 18).*
- ☐ No *(If your answer is "No", please skip to #19).*

17. **How many professional release days are available during your contract year?**_____

18. **Of the release days available, please give your estimate of the number of days you use for research and/or writing (as opposed to conference attendance, etc.** _____

19. **Is clerical assistance available to you for typing/word processing of your research and writing?**

- ☐ Yes *(If "Yes", please answer 20).*
- ☐ No *(If "No", skip to #21).*

20. **How many hours/week is clerical assistance available to you?** _____

21. **Are graduate assistants available to assist with your research?**

- ☐ Yes (If "Yes", please answer 22)
- ☐ No (If "No", please skip to #23)

22. **How many hours per week is a graduate assistant available?**_____

23. **Is funding available to support your research?**

- ☐ Yes (If "Yes", please answer 24).
- ☐ No (If "No", skip to #25)

24. **Please identify the type and amount(s) of funding you received during the most recent complete contract year:**

- ☐ Internal funding: Amount _____
- ☐ External funding: Amount _____

Comments:_____
_____
_____

SECTION FIVE: ATTITUDES

25. **In your opinion, are the expectations placed upon you for publishing realistic given the nature of other obligations demanded by your contract?**

☐ Yes ☐ No

26. **Are the requirements for publishing compatible with job satisfaction?**

☐ Yes ☐ No

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991